

BEFORE THE
CALIFORNIA CLEAN ENERGY JOBS ACT
CITIZENS OVERSIGHT BOARD

CALIFORNIA ENERGY COMMISSION
ROSENFELD HEARING ROOM - FIRST FLOOR
1516 NINTH STREET
SACRAMENTO, CALIFORNIA

This meeting of the Citizens Oversight Board will include
teleconference participation by one or more
Board Members. Per Government Code section 11123(b) (2),
the teleconference locations, in addition to the address
above, are:

Arup
12777 W. Jefferson Blvd. #100
Los Angeles, CA 90066

TUESDAY, FEBRUARY 19, 2019

1:00 P.M.

Reported by:
Peter Petty

APPEARANCES

BOARD MEMBERS PRESENT (*Via telephone and/or WebEx)

Mark Gold, Chair

*Heather Rosenberg, Board Member

Barbara Lloyd, Board Member

Randall Martinez, Board Member

Adrienne Alvord, Board Member

COMMISSIONERS PRESENT

Martha Brook, Advisor to Andrew McAllister, California Energy Commission, Commissioner

Michael Murza, Law & Policy Advisor to Chair Weisenmiller

COB STAFF PRESENT

Jack Bastida

James Bartridge

CEC STAFF PRESENT

David Velazquez, Local Assistance & Financing Office

Elizabeth John, School Bus Replacement Program

ALSO PRESENT

Hoang Nguyen, California Community College Chancellor's Office

Sarah White, California, Workforce Development Board

PUBLIC COMMENT: (*Via telephone and/or WebEx)

None

I N D E X

THE BOARD WILL CONSIDER AND MAY TAKE ACTION ON THE

FOLLOWING ITEMS:

1.	INTRODUCTION AND ROLL CALL OF BOARD MEMBERS TO DETERMINE QUORUM. (Chair Gold)	11
2.	APPROVAL OF MINUTES FROM DECEMBER 3, 2018 CITIZENS OVERSIGHT BOARD MEETING. (Chair Gold)	11
3.	DISCUSSION AND POSSIBLE VOTE ON THE CITIZENS OVERSIGHT BOARD CHAIR POSITION. (Chair Gold)	12
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5.	PRESENTATION AND POSSIBLE VOTE ON ANNUAL REPORT FROM THE CALIFORNIA ENERGY COMMISSION. (David Velazquez, California Energy Commission)	16
6.	PRESENTATION AND POSSIBLE VOTE ON ANNUAL REPORT FROM THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE. (Hoang Nguyen, California Community College Chancellor's Office)	25
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1 P R O C E E D I N G S

2 FEBRUARY 19, 2019

1:00 P.M.

3
4 MR. BARTRIDGE: And welcome everyone to the first
5 meeting of the Proposition 39 Citizens Oversight Board for
6 2019.

7 I'm Jim Bartridge, board staff. I'm joined by Jack
8 Bastida who's working on the WebEx here with us. We'll
9 start with a couple housekeeping comments. So there's not
10 a snack bar upstairs but there are some vending machines on
11 the second floor. And restrooms out the door to your left
12 over here to the corner. And lastly, in the event of some
13 emergency and the building gets evacuated, we'll go to the
14 park across the street, follow the employees, and then we
15 get back together at Roosevelt Park and afterwards we'd
16 come back here when the emergency is cleared. So that's
17 the housekeeping comments. And let's take it away.

18 So each year at the first meeting of the Citizens
19 Oversight Board we elect a chair and vice chair to oversee
20 the board's work throughout the year. We also receive
21 annual progress reports on Proposition 39 activities from
22 agencies that report to us, including the Energy
23 Commission, the California Community College chancellor's
24 office, and the California Workforce Development Board.

1 This year the California Conservation Corps is not
2 reporting as they transitioned away from Prop 39 funds to
3 Greenhouse Gas Reduction funds last year.

4 Going forward we'll take the information we receive
5 today from the reporting agencies and develop our COB
6 report in the next two weeks or so which we'll review a
7 draft of at our next meeting on March 21. Thereafter we'll
8 finalize that report and submit it to the legislature by
9 the end of March.

10 There's some recent changes to the board. Kate
11 Gordon resigned in January after Governor Newsom appointed
12 her as director of the Governor's Office of Planning and
13 Research. Vice Chair Gold is with us today. He then
14 assumed the duties of chair and work closely with us to
15 review materials, provide guidance, and develop today's
16 agenda.

17 Chair Gold, any opening comments?

18 CHAIR GOLD: Yes, thanks, Jim.

19 Unfortunately, I mean, we all would love to have
20 Kate Gordon here today to thank her for everything she's
21 done for this. And hopefully we'll have the opportunity to
22 do that at a future meeting. I think the Strategic Growth
23 Council is going on at the same exact time and so since

1 she's running OPR, it makes sense that she's there.

2 Just to give you an overview of what we're going to
3 be talking about today, and a lot of what I'm going to go
4 through is it's been a pretty amazing program in the five
5 years for the clean energy jobs fund. And some of the
6 things that we'll be talking about today in much greater
7 depth include the fact that over \$1.7 billion to local
8 educational agencies for energy efficiency and clean energy
9 projects have been allocated which is pretty extraordinary
10 in such a short period of time. And over \$220 million to
11 community colleges for the same sorts of projects, as well
12 as a successful effort on workforce and economic
13 development. And then 26 million for energy surveys and
14 other energy conservation activities. And then \$12 million
15 to prepare ex-offenders and individuals from disadvantaged,
16 underserved communities and veterans for clean energy jobs.

17 And so all of these projects going on which we're
18 going to spend, we're going to go through these impressive
19 reports on, we're probably going to see project spend out
20 on where completion of the projects by the end of 2020.
21 And from the standpoint of allocation of resources, there's
22 really no more resources to allocate. And so really this
23 is truly an oversight from the standpoint of just making

1 sure that everything is going well and that we're having
2 progress on efforts to date. And so whether or not we end
3 up having discussions which I hope we will have in the
4 coming meetings about on whether there's other
5 opportunities to keep this successful program going and how
6 that would make sense, I look forward to those discussions
7 in the near future.

8 All right. So with Kate's recent departure, we're
9 now down to six board members just to let you know. And
10 then we hope to have additional appointments from the state
11 treasurer and attorney general's office in the near future.

12 And also a note for future discussion related to
13 what I just said is that despite program funding ending in
14 2018, Senate Bill 110 from 2017 extended the overall
15 program but with significant changes, including removing
16 the direct allocation of funds collected from Proposition
17 39 tax change. So in the future, the program will only be
18 funded via appropriations. So like I said, at future
19 meetings we'll be discussing what the potential
20 opportunities from moving that along.

21 Next, I'd like to thank Chair Weisenmiller's
22 advisor Michael Murza and I'm not sure if Commissioner --
23 nope. And I think Michael's got an announcement to make.

1 MR. MUZA: Thanks. Yeah, I'd like to make -- read
2 a statement on Chair Weisenmiller's behalf.

3 Two weeks ago Chair Weisenmiller announced his
4 retirement from public service which will take affect this
5 Thursday. The Chair has appreciated his time as an ex
6 officio member of this board since 2014. In that time,
7 Energy Commission staff have worked extremely diligently
8 and been remarkably effective in administering the programs
9 established by Prop 39 and the following legislation and
10 regulations that make up this great clean energy and jobs
11 effort.

12 As you heard, we worked with our LEA partners to
13 administer over \$1.7 billion for energy efficiency upgrades
14 in some of the most important buildings in our state.
15 We've also been able to help advance the state's emissions
16 reduction goals and support our statewide economy through
17 our ECAA-Ed loans and the Bright Schools program. We are
18 now in the second stage of our school bus replacement
19 program which will help improve the air quality of our most
20 vulnerable populations in advance critical clean bus
21 technologies.

22 CEC staff and our partners in labor and education
23 have been integral to the successes of these programs.

1 This progress has been enhanced by the great leadership and
2 oversight of this board.

3 Chair Weisenmiller would like to recognize our
4 former Chair Kate Gordon, who will certainly continue
5 providing excellent public service in her new role at OPR.
6 And to today's new chair and the other board members, thank
7 you for your service providing your oversight and guidance
8 to ensure these programs continue to achieve the goals
9 established by the people in Prop 39.

10 Finally, Chair Weinsenmiller would like to
11 recognize and thank Jim Bartridge, Jack Bastida, and Liz
12 Shirakh and all of the rest of the Citizens Oversight Board
13 and CEC staff who have been integral to the program's
14 success.

15 CHAIR GOLD: Thank you. Incredible leadership
16 obviously coming from Chair Weisenmiller. So thank you so
17 much.

18 All right. So I think with that, we move to roll
19 call.

20 MR. BARTRIDGE: Did any other board members have
21 any opening comments or?

22 No? Okay.

23 CHAIR GOLD: I pretty much guessed that one.

1 MR. BARTRIDGE: All right. You got it right.
2 CHAIR GOLD: Yeah.
3 MR. BARTRIDGE: Okay. So Vice Chair Gold.
4 CHAIR GOLD: Here.
5 MR. BARTRIDGE: Adrienne Alvord.
6 BOARD MEMBER ALVORD: Here.
7 MR. BARTRIDGE: David Dias. Barbara Lloyd.
8 BOARD MEMBER LLOYD: Here.
9 MR. BARTRIDGE: Randall Martinez.
10 BOARD MEMBER MARTINEZ: Here.
11 MR. BARTRIDGE: And joining remotely, Heather
12 Rosenberg.
13 BOARD MEMBER ROSENBERG: Here.
14 MR. BARTRIDGE: Okay.
15 BOARD MEMBER ROSENBERG: Sorry, had to get off
16 mute.
17 MR. BARTRIDGE: And with that, we do have a quorum.
18 CHAIR GOLD: All right. Thank you.
19 All right. Does anybody want to move approval of
20 the minutes from the December 3 meeting?
21 BOARD MEMBER LLOYD: I'll move with the
22 amendments --
23 COURT REPORTER: Microphone, ma'am, please.

1 BOARD MEMBER LLOYD: Sorry. I'm happy to move with
2 the minor amendments I sent in to staff.

3 CHAIR GOLD: All right. Do you want to recount
4 those so we're all comfortable with them or?

5 BOARD MEMBER LLOYD: There were typos, hold on.

6 CHAIR GOLD: Oh, if they were typos, then that's
7 fine. I was very conscious that I was tardy, I think that
8 was highlighted to everybody.

9 (Laughter)

10 BOARD MEMBER LLOYD: There were really one word
11 missing and a spacing problem and one word that should have
12 been will instead of with. I mean, it was literally typos.

13 CHAIR GOLD: Okay.

14 MR. BARTRIDGE: Okay.

15 CHAIR GOLD: All right. So is there a second?

16 BOARD MEMBER MARTINEZ: I'll second.

17 CHAIR GOLD: All right. All in favor?

18 (All board members said aye.)

19 CHAIR GOLD: I assume Heather said aye.

20 Heather, did you say aye?

21 BOARD MEMBER ROSENBERG: Yep.

22 CHAIR GOLD: Okay.

23 BOARD MEMBER ROSENBERG: Yep.

1 CHAIR GOLD: Great. So.

2 BOARD MEMBER ROSENBERG: Aye, aye.

3 CHAIR GOLD: All right. Thank you.

4 All right. So let's move on to the next item which
5 is discussion and vote on the Citizens Oversight Board
6 chair position.

7 And I would -- even though she'll probably hit
8 me -- I would like to nominate Adrienne Alvord to be the
9 chair -- the chair of the oversight board.

10 If you don't know Adrienne's background, she's the
11 Union of Concerned Scientists' western states director.
12 And she's working to ensure Californians to -- and all
13 Americans to transition to a clean energy and fuels economy
14 that reduces global warming, promotes equitable economic
15 growth, and improves public health in western states.

16 Adrienne has also championed Prop 32 working for
17 Fran Pavley and is still working to make sure that AB 32 is
18 doing everything it's supposed to do while she's at Union
19 of Concerned Scientists.

20 So I nominate Adrienne Alvord. Is there a second?

21 BOARD MEMBER MARTINEZ: I'll second.

22 CHAIR GOLD: All right. Do you need a roll call
23 vote or?

1 MR. BARTRIDGE: Let's do a roll call vote.
2 CHAIR GOLD: Okay.
3 MR. BARTRIDGE: Adrienne Alvord.
4 BOARD MEMBER ALVORD: Aye.
5 MR. BARTRIDGE: Barbara Lloyd.
6 BOARD MEMBER LLOYD: Aye.
7 MR. BARTRIDGE: Heather Rosenberg.
8 BOARD MEMBER ROSENBERG: Aye.
9 MR. BARTRIDGE: Randall Martinez.
10 BOARD MEMBER MARTINEZ: Yes.
11 MR. BARTRIDGE: And Chair Gold.
12 CHAIR GOLD: Yes.
13 MR. BARTRIDGE: Very good. Congratulations.
14 CHAIR GOLD: Congratulations.
15 BOARD MEMBER ALVORD: Thank you.
16 CHAIR GOLD: Do you want to give us a long speech
17 to --
18 BOARD MEMBER ALVORD: No, I don't. But I will say
19 that as I believe the newest member of this board; is that
20 correct?
21 MR. BARTRIDGE: Randall Martinez was actually
22 renominated in October.
23 BOARD MEMBER ALVORD: Okay. Well --

1 MR. BARTRIDGE: So. But you're very close.

2 BOARD MEMBER ALVORD: One of the newest members.

3 MR. BARTRIDGE: There you go.

4 BOARD MEMBER ALVORD: I would just ask for your
5 forbearance, I'm still frankly coming up to speed. This is
6 a big program and it's done a lot of wonderful things and
7 so your help would be appreciated fellow board members and
8 staff. Thank you, I really appreciate the honor and I'll
9 do my best to carry this forward in a way that will do it
10 proud. Thank you.

11 MR. BARTRIDGE: Thank you.

12 CHAIR GOLD: Thank you. Thanks for your
13 willingness to do so.

14 All right. So next up is discussion, possible vote
15 on vice chair. And so I'd like to nominate Randall
16 Martinez for that position.

17 He's currently the executive vice president and COO
18 for Cordoba Corporation, a California-based company. He
19 has over 30 years of industry experience, primarily
20 responsible for advancing the firm's commitment to provide
21 customized planning, engineering, management, and
22 construction services to meet client needs in the areas of
23 transportation, water, energy, and education facilities.

1 And I'm nominating him despite the fact he's a
2 Trojan, which if you know me, that's pretty hard to
3 believe. So that's my nomination. Is there a second?

4 BOARD MEMBER LLOYD: I'll second.

5 CHAIR GOLD: All right. Roll call vote.

6 MR. BARTRIDGE: Mark Gold.

7 CHAIR GOLD: Yes.

8 MR. BARTRIDGE: Adrienne Alvord.

9 BOARD MEMBER ALVORD: Yes.

10 MR. BARTRIDGE: David Dias. Barbara Lloyd.

11 BOARD MEMBER LLOYD: Yes.

12 MR. BARTRIDGE: Randall.

13 BOARD MEMBER MARTINEZ: Right on. Yes.

14 CHAIR GOLD: Oh, man.

15 MR. BARTRIDGE: And Heather Rosenberg.

16 BOARD MEMBER ROSENBERG: Yes.

17 MR. BARTRIDGE: Very good. Congratulations.

18 CHAIR GOLD: I'm not even going to ask him to make
19 remarks. (laughter)

20 All right. Let's move --

21 MR. BARTRIDGE: Chair, if I could --

22 CHAIR GOLD: Yeah.

23 MR. BARTRIDGE: -- if I could just note that

1 Commissioner McCallister's advisor Martha Brook has joined
2 us.

3 CHAIR GOLD: Oh. Welcome.

4 All right. Did you have any -- I'm sorry, did you
5 have any remarks that you wanted to make or?

6 MS. BROOK: (Indiscernible.)

7 CHAIR GOLD: Okay. All right.

8 All right. So now we're into the presentation
9 section. So let's start with the annual report from the
10 CEC.

11 MR. BARTRIDGE: And presenting, we have David
12 Velazquez with staff.

13 MR. VELAZQUEZ: Thank you, Jim, for the
14 introduction, and thank you for everyone for being here.

15 My name is Dave Velazquez, I work for the Local
16 Assistance and Financing Office and this was the office
17 that was tasked with overseeing these programs.

18 So without further ado, start the presentation.

19 This is the Proposition 39 K-12 Program and Energy
20 Conservation Assistance Act 2017, 2018 progress report.
21 For the agenda, we're going to start off with the report
22 overview, then go into Proposition 39, Energy Conservation
23 Assistance Act, Educational Sub Account, also known ECAA-

1 Ed, the Bright Schools Program, then go to school bus
2 replacement program, and we'll end with any questions.

3 For the report overview. As mentioned before, the
4 report includes four program components, Prop 39, ECAA-Ed,
5 Bright Schools, and school bus replacement program. The
6 reporting period was December 19, 2013 through June 30,
7 2018.

8 Here we have the appropriations for the fiscal
9 years for which the programs were active. As you can see,
10 Prop 39 fluctuated a bit from year to year while ECAA-Ed
11 had two identical years of 28 million. The total for Prop
12 39 came up to approximately 1.748 billion, while ECAA-Ed
13 had 56 million for a total of approximately \$1.8 billion.

14 We're going to go into Proposition 39. Overview
15 application process. Local education agencies completed
16 and submitted energy expenditure plan applications using
17 the online system. After that, staff reviewed the
18 application by going over cost effectiveness and energy
19 savings of the application. Once the review was complete,
20 the EEP was approved. Once the EEP was approved,
21 California Energy Commission notified the California
22 Department of Education of approved applications on a
23 weekly basis. From there, the California Department of

1 Education distributed funding to LEAs on a quarterly basis.

2 Funding allocation by LEA type. 2189 LEAs were
3 eligible under the program as shown in the graph. Charter
4 schools came in at 54 percent followed by public schools at
5 43 percent, County Office of Education at 58 with 3
6 percent, and state special schools had 3 with less than 1
7 percent.

8 LEA funding distribution. As mentioned before,
9 approximately \$1.748 billion were available in funding so
10 the graph here is breaking down that distribution. Public
11 schools came in at 82 percent of the funding, followed by
12 charter schools with 17 percent, County Office of Education
13 at 1 percent, and state special schools at less than 1
14 percent.

15 Prop 39 success. Here we have allocated versus
16 awarded. Please take note that allocated was the available
17 funding for LEAs and awarded is the amount approved and
18 spending. As mentioned before, \$1.748 billion was
19 allocated and as of June 30, 2018, approximately \$1.7
20 billion was awarded meaning that over 95 percent of the
21 money was approved.

22 Here we have approved and spent by reporting
23 period. As you can see, there are year over year increases

1 but please note that there are -- these are cumulative
2 figures. So June 16 is encompassing of December 15 and so
3 on and so on.

4 We have our LEA participation by tier level. On
5 the top is the definitions for what the tier is and on the
6 bottom, we have the participation level by those tiers.
7 Tier 4 had 99 percent of participation, followed by Tier 3
8 at 90, Tier 2 at 74, and Tier 1 at 72. Not shown here is
9 how these numbers are reflected in the overall program
10 participation. Tier 1 is accounting for approximately 9.7
11 percent, Tier 2 at 55.1, Tier 3 at 8.7, and Tier 4 at
12 26.5 percent overall program participation.

13 Here we have the participation by high, free, and
14 reduced priced meals also known as FRPM. As you can see,
15 the participation rate of high FRPM --

16 UNKNOWN SPEAKER: Unmuted it.

17 MR. VELAZQUEZ: No worries. Of high FRPM LEAs came
18 in at 76 percent, and the participation rate of nonhigh
19 FRPM LEAs came in at 83 percent.

20 Again, not shown is the overall program
21 participation which comes out to high FRPM LEAs making up
22 35 percent of the program while the nonhigh FRPM LEAs
23 making up the remaining 65 percent.

1 Here we have the cumulative Energy Expenditure Plan
2 approvals. Number of EEPs was 2,139 while the number of
3 school sites was 7,298. Note that LEAs can have multiple
4 EEPs and that EEPs can have multiple sites.

5 Here we have some examples of eligible energy
6 efficiency measures. We have lighting systems, heating and
7 air conditioning, retrofits, controls, pumps and motors,
8 plug loads, building insulation, as well as clean energy
9 generation commonly known as solar panels.

10 Here we have a summary of implemented energy
11 measure categories. As you can see, total percent of
12 measures approved, the highest came in at lighting systems
13 at 54 percent, followed by HVAC and lighting controls with
14 21, HVAC at 14, other energy efficiency measures at 8, and
15 self-generation at 3 percent.

16 We're going to talk about a little bit
17 accomplishments of Prop 39 program. The cumulative summary
18 of final project completion reports, final project
19 completion reports are completed projects with 12 months of
20 post insulation energy uses data. With the 292 final
21 project completion reports that were received in this
22 reporting period accounted for 13.65 percent of total
23 projects. As you can see, total project costs, Prop 39

1 share and leverage funding increased since we last
2 reported.

3 The table here tells the same story as the one
4 before with every category increasing this past year while
5 savings to investment ratio, the SIR, stayed the same. So
6 the total cost annual savings did increase from 11.9
7 million.

8 Energy use intensity, also known as EUI, as noted
9 by the table the total combined annual weighted average EUI
10 for these projects before was 96.9 kBtu per square foot
11 with a reduction of 14.5 kBtu per square foot to come to an
12 after of 82.4 kBtu per square foot.

13 Now we're going to move on to ECAA-Ed and Bright
14 Schools. ECAA-Ed was a zero percent interest revolving
15 loan program. It funded similar energy efficiency measures
16 as Prop 39. Currently there are 35 loan funded projects.
17 Moving forward SB 110 also authorized an ECAA-Ed
18 competitive process. The program opportunity notice is up
19 on our website for anybody who is interested in this
20 program and we look forward to reporting back to the COB on
21 ECAA-Ed competitor at a future meeting.

22 Bright School's technical assistance. This program
23 provides technical assistance up to \$20,000 to identify

1 energy saving measures at existing facilities. These
2 include energy audits, third-party proposal reviewal, and
3 professional engineering support services.

4 Some accomplishments of the Bright School's program,
5 190 technical assistance grants, 158 of those were energy
6 audits, 22 EEP preparations, 10 product bid specifications,
7 and identified measures estimated to save 28,626 megawatt
8 hours as well as 305,025 therms of natural gas.

9 ECAA-Ed funding. Shown here is a breakdown of
10 funds for ECAA-Ed and Bright Schools. Approximately 10
11 percent of ECAA-Ed funding went to the Bright School's
12 program as well as this program still has available
13 funding. So if anybody is interested, please visit the
14 Bright School's program website.

15 Now we're going to move on to school bus
16 replacement program. The funding of 75 million comes from
17 SB 110. Applicants who are eligible for this program are
18 school districts and County Offices of Education and Joint
19 Power Authorities. Priority will be given to the oldest
20 school buses. School buses operating in disadvantaged
21 communities or to schools that have a majority of students
22 eligible for free or reduced price meals in the prior year.
23 Any school bus replaced must be scrapped as well.

1 The program has three funding components. First,
2 being the actual school bus replacement which actually
3 replaces the oldest, dirtiest diesel school buses with
4 battery electric school buses. The second, charging
5 infrastructure for said buses. And the third, workforce
6 training for the infrastructure and the actual school
7 buses.

8 Here are some milestones for the school bus
9 replacement program. As you can see, Phase II was released
10 in December of 2018 and applications are due March 11,
11 2019.

12 Any questions?

13 BOARD MEMBER GOLD: Does anybody have any questions
14 about the report?

15 It was a lot of material. David, thank you for
16 giving it to us. I was just wondering, on the school bus
17 program, when are the buses supposed to be purchased by
18 for? Is there a date on that?

19 MR. VELAZQUEZ: I'm going to defer to the school
20 bus replacement program.

21 MS. JOHN: Hi, I'm Elizabeth John, office manager
22 with our school bus program. We have set a rolling
23 schedule for the delivery of the buses. Our anticipation

1 is that we hope to get the first 10 percent out by the end
2 of this year. And then from there, increase the amount of
3 buses released until I believe 2022.

4 But our hope is to get more buses out faster. But
5 we understand that infrastructure needs to be built to
6 charge the buses as well. So we're working on both of
7 those.

8 BOARD MEMBER GOLD: Thank you so much. All right.
9 Any other questions on the report? No.

10 All right. Does -- well, first of all, I just want
11 to say on the overview, again, having sat on a number of
12 committees in my career where trying to spend out money
13 within a certain time frame for projects of this scope and
14 scale, admittedly most of that has been, you know, more
15 large water projects. But just to see that this level of
16 effort can occur over such a wide swath of schools
17 throughout the entire state of California in such a short
18 period of time is really, I think, maybe even a bigger
19 story than the energy efficiency gangs to be quite candid.

20 So I really think everybody has a lot to be
21 commended for in really making sure that the program works
22 to that -- in that manner.

23 With that, does anybody want to move approval for

1 the report?

2 CHAIR ALVORD: So moved.

3 BOARD MEMBER GOLD: Is there a second?

4 BOARD MEMBER LLOYD: I'll second.

5 BOARD MEMBER GOLD: Great. Let's just do it this
6 way. All at once, all in favor?

7 (All board members said aye.)

8 BOARD MEMBER GOLD: Any opposed?

9 Hearing none, passes back, admission. Thank you.

10 MR. BARTRIDGE: All right. So the next item is the
11 annual report from the California Community College
12 chancellor's office on I believe it said Carlos Montoya is
13 going to be presenting.

14 MR. NGUYEN: Good afternoon, members of the board.
15 My name is Hoang Nguyen, Carlos Montoya couldn't be here
16 today.

17 MR. BARTRIDGE: Okay. Thank you.

18 MR. NGUYEN: Thank you for having me. So today
19 we're going to go over the chancellor's office Proposition
20 39 Clean Energy Jobs Act for Year 5. The topics --

21 UNKNOWN VOICE: Got it?

22 MR. NGUYEN: Got it. Topics covered today will be
23 the budget and the closed out projects. The energy and

1 sustainability awards that we just had recently, program
2 summary, and we're going over our workforce economic
3 development years 4 -- years 3 and 4 and their
4 accomplishments.

5 So the breakdown for the funding that we received
6 in fiscal 2017-18 was 12.8 percent went to workforce and
7 economic development. The remaining funds was used for our
8 program within the facilities planning unit. Of that
9 money, the allocation 1.588 went to our consulting contract
10 and the remaining went to the districts which was broken up
11 by district through their full-time equivalent student
12 percentage of the total.

13 In terms of the closed out projects, 38 districts
14 closed out this past fiscal year. 139 projects were closed
15 out from completion. And all the different forms that were
16 required for this -- to close out an actual project which
17 equated to about \$28 million in project costs. Of that,
18 11.6 kilowatt hours is in savings, about 1200 in kilowatt
19 savings and 328,000 in therm savings. In total the -- it
20 was almost roughly 2 million energy cost savings for the 38
21 districts.

22 In terms of direct job years, it was 155 job years
23 that were created, 4 trainee job years, and 322,000 direct

1 job hours. And roughly about 9,000 apprenticeship direct
2 job hours from that. The IOUs for '17, '18 paid out
3 roughly \$1.2 million to the district to help out with the
4 program, the construction and their projects.

5 This equates to about 2200 homes powered through
6 the -- through the savings that were generated. Of the 139
7 projects, we broke it out through the various categories.
8 As you can see, lighting projects are still taking the
9 charge. Initially the system, they did the outside
10 lighting on campus, now they're working on the internals of
11 the buildings just to save more energy. Next was HVAC and
12 then controls. And following that was MBCx, RCx self-
13 generation and other energy efficiency measures.

14 I want to bring up what I did last time was the
15 Board of Governor's Energy and Sustainability awards. Last
16 time I presented what happened from the past -- from 2012
17 to 2017. We just had our recent one in January so we'll go
18 over that, the winners for this one.

19 Best overall for the large district, we had Coast
20 for interior lighting. And for the medium sized district,
21 we have Peralta, also interior lighting retrofit. And for
22 the small district, we had Shasta-Tehama-Trinity joint, and
23 they did a solar PV project.

1 In terms of retrofit project, we have Orange Coast
2 College, they did a stadium lighting, gym, theater retrofit
3 for their award. And MBCx Butte College project for their
4 main campus.

5 For renewable energy, Butte College also won again
6 for another solar voltaic project, they're leading the
7 charge on that there. They have a lot of land and lots of
8 sun.

9 We also had a faculty-student initiative award.
10 Basically what that entails is the district, campus, or
11 colleges with the students, the faculty, they lead the
12 charge on sustainability for their campuses. Mt. San
13 Antonio, they did a climate action plan in which their
14 staff, students all worked after hours on their own time
15 trying to figure out a plan for their campus to move
16 forward to be sustainable all across the board. So we
17 awarded the sustain -- actually the faculty-student
18 initiative to Dr. Bill Scroggins because he led the charge
19 on that for their district.

20 And we also have for the sustainability champion,
21 two winners this year. Last year, every year prior we had
22 one. But the -- we couldn't separate the two because they
23 were in pairs. What happened was one of them -- there are

1 actually two districts. One was working at Long Beach but
2 he recently left and moved on to South Orange so it should
3 have been just Long Beach CCD but he had moved on. For
4 Marlene Dunn, she led the charge for creating or assisting
5 their district with a energy master plan for the district.
6 Medhanie Ephrem was the main program manager of that of
7 which they worked with our office in creating a template
8 that the district system can use across the state so that
9 way smaller districts, medium sized districts, what have
10 you, can take a look at that template and be able to use
11 that as their own reference point and without having to go
12 out and contract with others because it's a costly venture
13 to create your own energy master plan. They already did
14 all of ground work for that so they allowed us to take
15 their work, create a template out of it using it.

16 Of Honorable Mentions, we had four districts and
17 five projects within the previous categories. In some
18 (indiscernible) Proposition 39 program, all the funding has
19 been encumbered by the districts this past fiscal year.
20 Right now we're working on trying to close out all the
21 projects by June 2019 and expect to have the final report
22 next year. With all the funding for the districts, we had
23 a 6 percent reduction in energy uses across the system.

1 And what that really entails is we send out a workbook
2 where the district self-completed, self-certify their
3 energy usage across the different campuses.

4 With this, we use a 2012 baseline compared to what
5 they currently sent in of which 36 districts were -- they
6 reduced their energy usage. Seventeen districts increased
7 but they also had the ability to grow in size of the campus
8 as well so that would explain some of that increase in
9 energy usage. And of that, only 19 did not report.

10 The ongoing challenges that we're facing with
11 sustainability and Proposition 39 programs that are project
12 delays for years 4 and 5 funding, the project complexity
13 has gone up for years 4 and 5 so it's taken quite a bit
14 longer to actually complete projects. As you know,
15 community colleges and any college in general, or campuses,
16 can only really construct during the summer months and
17 winter break. If they miss that deadline, they aren't able
18 to actually do anything during the months where they teach,
19 otherwise they would disrupt the classrooms.

20 On top of that, there's also longer DSA review
21 periods for these types of projects as we get into more
22 complex projects as well instead of the usual promised one
23 month, two months, they're kind of getting stressed out

1 over there.

2 We're also having district energy management
3 expertise, there's lacking across the system. We have
4 quite a few small and medium sized districts that don't
5 have the funding to pay for faculties that can oversee
6 these types of projects. So we kind of assist them with
7 the IOUs and our own consultant to help backfill some of
8 that. But even then, there are still some issues with
9 that.

10 And of course districts' staff turnover, add
11 districts as well. A lot of people are retiring and that
12 knowledge on the campuses isn't being transferred over as
13 they leave.

14 Moving on to workforce and economic development,
15 these funds are distributed through five regional fiscal
16 agents which they disperse through a grant system. The
17 investments made were in energy, construction, utilities,
18 faculty development, curriculum, alignment, and technical
19 assistance. The money is broken out through the five
20 regions. For this past two years, we have 6.1 million
21 through the far north, Bay Area, Central Valley, LA, Orange
22 County, inlands, and pretty much SoCal.

23 And we had the unique completers here as well.

1 Unique completers from what I was told, it's not really my
2 -- I don't really see this one -- but unique completers
3 they stated to me was an individual that was able to
4 complete more than one award or certificate. And they try
5 to eliminate duplicates. So of that, we had about 7,000
6 students that were able to complete more than one
7 award/certificate.

8 Broken out through the different programs here, we
9 have architectural technology, 400,000; industrial systems
10 technology and maintenance, 345; environmental control
11 technology, 1.5; and as you can see, the remaining eight
12 categories all together in terms of awards, we have 10,327
13 students that received a form of a certificate of some sort
14 which will be broken down here through the different
15 regions. So it's for 6 to 18 units, 1900 students
16 graduated with that or received a certificate through that
17 program. Eighteen units plus, 5,600 students. And the
18 other category, twenty-seven almost twenty-eight hundred
19 students got a certificate or an award through that.

20 And other category really means program or
21 certificate that wasn't in the main pot of categories such
22 as nursing or anything like that. They're a subset which
23 isn't recognized so that's where their category says other.

1 And since we did accomplishments for the facility
2 side, we do accomplishments for the web side as well. And
3 the first category is course development and programs.
4 They launched CareerQuest, an online career assessment to
5 guide students into the energy field. That was done in
6 Orange County. They developed a construction technology
7 pathway program at LA Mission and LA Southwest. And they
8 developed a HVAC dual enrollment pathway at Fresno City
9 College. They also developed and launched two new HVAC
10 certificates at Bakersfield College and West Hills
11 Coalinga.

12 Continue on, they developed a building energy
13 system professional program at College of the Desert. A
14 new utility career training program for gas and electric.
15 This was done with San Diego Gas and Electric. And an
16 online dual enrollment OSHA 10 program at Cuesta College
17 which is in San Luis Obispo.

18 And campus labs is another category. Sacramento
19 City College, they completed a mobile HVAC demonstration
20 room or trailer so that it can be used as a living lab.
21 College of Siskiyous created a mobile tiny house for
22 demonstration. And Oxnard College created a campus living
23 lab with 25 participating students.

1 And with that also the last category is
2 partnership. Partner with the North State Building
3 Industry Association and Los Rios to implement an
4 innovative outreach recruitment pilot. Initiated a
5 partnership between high schools, regional community
6 colleges, and the Southwestern Regional Carpenters Union
7 for education. Another partnership with the California
8 Construction Industrial Materials to create a
9 (indiscernible) pipeline.

10 And that concludes my presentation. And also
11 wanted to mention that the report was approved today by the
12 deputy chancellor and our vice chancellor of publications.
13 So what you have there has been approved by our office.

14 BOARD MEMBER GOLD: Thank you so much, Hoang.

15 Are there any questions from anybody?

16 Please.

17 BOARD MEMBER LLOYD: Can you tell me a little bit
18 about what the role of your consultant was in the program?

19 MR. NGUYEN: Unlike the K-12, we don't have like
20 the Energy Commission to assist us so we hire a consultant
21 to do the database tracking, go out and do measurement
22 verification. So they do all the things that the CEC would
23 do for K-12. So they go out help smaller districts, POU

1 system -- or districts as well and help do the calculations
2 and everything of that nature.

3 BOARD MEMBER LLOYD: Thank you.

4 CHAIR ALVORD: I wonder, too, if you could just in
5 terms of the ongoing challenges --

6 MR. NGUYEN: Yes.

7 CHAIR ALVORD: Provide a little bit more detail
8 terms of what's -- are there new things that are causing
9 project delays or is it the same sort of issue with the
10 school year and in what ways is the complexity increasing?
11 That was kind of intriguing.

12 MR. NGUYEN: So initially we were doing the -- in
13 year 1, 2 we were mainly doing lighting. That got off the
14 ground pretty fast and easy mainly because they're just LED
15 technology. Then moving on to HVAC, MBCx and then with
16 more funding and we started doing multiyear funding at that
17 point, started going to solar PV generation across multiple
18 districts as well at which point that complexity went up
19 for multiple districts. So in a sense, they're new but not
20 new in terms of issues that are -- that are arisen, but --

21 CHAIR ALVORD: You got the easy stuff done first.

22 MR. NGUYEN: Right. Pretty much.

23 CHAIR ALVORD: Thank you.

1 MR. NGUYEN: I mean, that's just the way the
2 loading order worked.

3 CHAIR ALVORD: Sure.

4 MR. NGUYEN: So we weren't really -- we were aware
5 of it, but we didn't know that districts weren't capable of
6 handling like these types of projects at that point.

7 CHAIR ALVORD: Gotcha. Thank you.

8 BOARD MEMBER GOLD: Any other questions?

9 Yeah, Randall.

10 VICE CHAIR MARTINEZ: Thank you for the report and
11 continued kudos to the chancellor's office for such
12 creative ways to advocate this program. I'm a fan of the
13 sustainability awards.

14 I have a question as it relates to the new online
15 community college that I have heard about, read about. And
16 I'm curious to know what the plans will be to incorporate
17 Prop 39 into the online college whether it's through the
18 workforce economic development chapter or others. Just
19 curious to know what the plans are there.

20 MR. NGUYEN: That remains to be seen. That was a
21 different unit altogether, so I'll have to check and get
22 back to you on that how we're going to incorporate
23 sustainability as part of the online program.

1 VICE CHAIR MARTINEZ: Will it be fair to expect a
2 section in future annual reports?

3 MR. NGUYEN: Possibly. I'll have to check again.
4 Totally different unit so I'm not really a part of the
5 talks right now for that.

6 VICE CHAIR MARTINEZ: Okay. I'd like to
7 respectfully request that we have a report back on that
8 item.

9 BOARD MEMBER GOLD: Okay. Sounds good.

10 Anyone else? Heather, did you have any comments or
11 questions?

12 BOARD MEMBER ROSENBERG: No. It was helpful.
13 Thank you.

14 BOARD MEMBER GOLD: Okay. All right. Does anyone
15 want to move approval of the report?

16 VICE CHAIR MARTINEZ: So moved.

17 BOARD MEMBER GOLD: All right. And a second?

18 CHAIR ALVORD: Second.

19 BOARD MEMBER ROSENBERG: I'll second.

20 BOARD MEMBER GOLD: Heather second. All right.
21 Thank you. All in favor?

22 (All board members say aye)

23 BOARD MEMBER GOLD: Any opposed? All right.

1 Passes unanimously.

2 MR. NGUYEN: Thank you.

3 BOARD MEMBER GOLD: Thank you.

4 All right. So the next presentation is on the jobs
5 report from the California Workforce Development Board,
6 Sarah White.

7 MS. WHITE: How's that? Okay. I was just saying
8 that I was dropping off a ton of paperwork for you all to
9 enjoy in your spare time this weekend. But I'm going to
10 really walk through just what I -- what we're going to talk
11 about with the jobs and training.

12 Projects today.

13 MR. BARTRIDGE: Sarah, do you want to do it from up
14 here and?

15 MS. WHITE: I think this -- this is okay.

16 MR. BARTRIDGE: You're okay?

17 MS. WHITE: Yeah.

18 MR. BARTRIDGE: Just call out when you want me to
19 do the slides.

20 MS. WHITE: Okay. Oh, right. Okay. Trying to do
21 a few slides.

22 What's up first? Training.

23 Okay. So we have -- the California Workforce

1 Development Board -- first of all, let me say, good
2 afternoon, everyone. I'm Sarah White, Deputy Director for
3 Equity, Climate and Jobs at the California Workforce
4 Development Board. Delighted to be here as we have been
5 every year for quite a few years to update the oversight
6 board on the work that we've been doing.

7 And the Workforce Development Board is charged with
8 two separate tasks under Prop 39. And so we have two
9 other -- two reports and two little slideshows. One of
10 those tasks is to -- to develop and pilot a pre-
11 apprenticeship training program for -- to get underserved
12 communities on to middle class jobs in construction careers
13 related to the school retrofits.

14 The other is to actually explore and count the
15 number of jobs that were created as a product of Prop 39
16 investments. So we'll do that second. That's the one that
17 everyone really waits for so we'll do that last.

18 Let's see. So let me talk first a little bit about
19 our Prop 39 training pilots, this is pre-apprenticeship for
20 underserved communities. Again, designed to provide access
21 to high-quality careers for all Californians. And we did
22 this by working on the multicraft core curriculum. I'll
23 say a little bit more about that but not going to go too

1 far into the weeds on our curriculum and partnerships. But
2 this is a gateway, essentially, to registered
3 apprenticeship in many trades related to energy efficiency
4 work.

5 We have 12 projects and two cohorts. The report
6 that you're handing around and what I'll talk about today
7 is an overview of the 12 training implementation grants.
8 The report that's coming your way is stories of the
9 individual projects and gives us specific data snapshot as
10 of the end of this year -- the end of last year.

11 So today, as always, we'll have our interim set of
12 data numbers. We will have -- we are wrapping up the --
13 for those who have not finished, there are a number of
14 training programs which will finish in March and another
15 couple that have been extended until June and we will have
16 final numbers for you then. But these are the numbers that
17 we present to legislature each year.

18 So the big story is that we have placed more than
19 1300 individuals into related jobs which is a huge number
20 when you look at the populations that we're lifting up and
21 kind of work this is. So we're very proud of that number.
22 Another thing that I really want to highlight as an outcome
23 of this is that this program is sort of five years now of

1 piloting these pre-apprenticeship partnerships. Because
2 this is now a model for the state.

3 So we now have \$25 million from SB 1 funding to set
4 up what we have proposed is a statewide pre-apprenticeship
5 system in the construction trades where there is one hub in
6 each of 14 regions so that we're not continuing -- the
7 state is not continuing to fund sort of random pre-
8 apprenticeships around the state but we'll have a single
9 organized integrated system for construction pre-
10 apprenticeship. This is based specifically on the lessons
11 we've learned here. We're tremendously excited about that.

12 And we also were asked by the new governor to
13 propose a way of doing that as part of his cap and trade
14 work. So we'll now have another \$25 million to take the
15 lessons learned from this and to build that into a
16 statewide system of pre-apprenticeship. So this has been -
17 - this has borne incredible fruit. So the other piece I
18 would say is we were also charged last year by the
19 legislature as part of SB 1 with developing a set of
20 guidelines for anybody who wants to do construction pre-
21 apprenticeship. Obviously in those cases we're talking
22 about roads and we're also talking about -- but there's a
23 lot, you know, historic levels of investment in transit and

1 in acts of transportation.

2 And the jobs for retrofitting schools and the
3 jobs for doing the SB 1 work are not entirely different
4 jobs, they're the same set of crafts. Right? So we
5 don't -- it's not a different kind of training program,
6 that's why we use this as our model and as our springboard
7 for going forward. So we feel that this is not only a
8 project which has borne incredible fruit in the number of
9 people that we have trained and placed and in the kinds of
10 quality work that's been done on retrofitting schools but
11 also on the work to come. So delighted with that.

12 And let me go -- oh, well, let's go back to the
13 overview. That was my pre-overview, now here is the
14 overview. I will really be quick here.

15 So we have spent since 2014, 13.3 million in
16 clean energy job creation funds to build these earn and
17 learn job training programs with -- we gave this out in
18 three different kinds of grants, primarily training
19 implementation grants for partnerships which I'll mention
20 in a moment to actually train folks and prepare them for
21 careers in the construction trades.

22 We gave out a few grants that were for
23 development, folks who kind of didn't have their

1 partnerships together yet but thought they'd be good at
2 doing it. We gave them a year to sort of with a little bit
3 of money to figure out what their partnerships might look
4 like and launch them with a full training implementation
5 grant.

6 And then we have throughout provided funds to our
7 technical assistance partners. And they are -- they have
8 helped us in the field. All of our grant programs have
9 technical assistance, primarily running communities of
10 practice so that all of the partnerships come together with
11 their different regions and the different populations that
12 they might be serving to share best practices amongst
13 themselves.

14 Since this was a pilot, a big piece of this was
15 learning from one another and sharing those lessons
16 learned. Our technical assistance folks ran that as well
17 as being assistants in the field for each of the
18 partnerships who came in with very different levels of
19 skill around building partnerships. Some of them had never
20 worked with trade unions before. Some of them had never
21 worked with community colleges, some of them had never
22 worked with Conservation Corps. So really our technical
23 assistance was the glue that brought together all the

1 different kinds of partners that we had working in the
2 field. So that's how the money went out.

3 The goals -- you can go to the next slide -- are
4 pretty straightforward. We wanted to deliver clean energy
5 skills to disadvantaged job seekers. This was an equity
6 agenda that was part of Prop 39. We wanted to create
7 structured pathways into apprenticeship. You know, the
8 whole country has had its hair on fire about apprenticeship
9 for the past five years but few people really understand
10 how it works. Right?

11 So apprenticeship can be an amazing thing but in
12 the trades alone, in the construction trades, there are
13 dozens of different crafts and dozens of different ways to
14 get into those apprenticeships. And so if you're coming
15 from the outside and for somebody for whom let's say school
16 didn't work the first time around, knowing how to get into
17 apprenticeship is an insurmountable task. So one of the
18 things that this did was to build pathways directly into
19 apprenticeships for people who have been excluded from
20 those opportunities in the past.

21 Of course, we want to generally through these
22 apprenticeships to build the energy efficiency workforce
23 and throughout this to align systems and leverage funding.

1 That is a bureaucratic sentence if I ever saw one. But
2 what we mean by that is that, you know, there's a lot of
3 money going into jobs and training. Right? There's a lot
4 of money going into retrofitting, there's a lot of money in
5 energy efficiency. And we want to make sure that wherever
6 we're doing that, we're leveraging money in those systems
7 and not setting up lots of new little programs that will
8 then go away when the money's gone. So really paid
9 attention throughout to where we could fit this into
10 existing systems and lift up those systems. So that's what
11 that means.

12 And I think just one other quick sentence about
13 the structured pathways to apprenticeship. I think most
14 folks might not realize but in the construction trades, to
15 get into an apprenticeship is a really high bar for math,
16 for reading, for tool handling knowledge, all of that sort
17 of thing. So pre-apprenticeship really is sort of adult
18 basic skills which is about getting your math and reading
19 up to a level where you can actually compete to get into an
20 apprenticeship as well as other services and assistance
21 which we'll talk about in a moment.

22 But this is the best way that we know to take
23 folks without a college degree and get them to make six

1 figures in five to six years in a lifetime career with
2 benefits. So this is why we're really excited about this
3 particular pathway in addition to the work that we need to
4 retrofit the state.

5 Do you want to go ahead just flash up here
6 quickly the current grantees. Our first cohort of six were
7 partnerships organized around the state. You'll see the
8 first one in Fresno. That's seven inland counties. So the
9 entire Central Valley in many cases is covered by that as
10 well as obviously in the Bay Area, in LA we've had a lot of
11 emphasis.

12 If you go to the next slide. Later set of
13 grantees then went farther south to San Diego and up to the
14 northern counties as well. So -- and the central coast.
15 So we've got pretty good geographic distribution.

16 Let's move ahead to the next slide and say a
17 little bit about what these projects do. So each of the
18 pre-apprenticeship training projects are aligned with their
19 local building trades councils and based on a nationally
20 approved multicraft core curriculum. What this is is that
21 a number of years ago, folks got together and said okay,
22 there's, you know, 25 trades, each one has a different
23 entrance exam. Each one has a different entrance place.

1 Each one has different requirements. Each one has
2 different structure. And nobody faced in the beginning
3 knows how to even navigate that. So what the multicraft
4 core curriculum did is it got together all the trades and
5 said surely there are some common prerequisites. And they
6 decided together nationally that to get into any of the
7 trades, this was a common set of prerequisites you needed.

8 So when we trained by this multicraft core
9 curriculum, you have the prerequisites, then, that a person
10 coming out of that program can enter any of the trades
11 depending on what's open and what they want to do.

12 So this is tremendously exciting. It's also part
13 of these partnerships that we're building which, as you can
14 see, they include workforce development boards, building
15 trades councils, joint apprenticeship training committees,
16 various community colleges, the Conservation Corps, and
17 other community organizations. So lots of different
18 strands coming together in these partnerships, around this
19 particular curriculum. So these partnerships are not only
20 getting folks connected to jobs in the trades and jobs in
21 energy efficiency careers of the sorts that will be
22 retrofitting public schools, but also the kinds of services
23 that are required.

1 So if you take a disadvantaged population, these
2 are folks with all kinds of barriers to employment. To
3 just get through this kind of pre-apprenticeship boot camp,
4 if you will, they may need -- you need one partner who's
5 going to do the recruitment in a disadvantaged community
6 that speaks the language of that community. You're going
7 to need somebody to do services. Folks need to be hooked
8 up with transportation, childcare, drug treatment and
9 counseling, housing resources, any number of social
10 services, so you need partners who can do that.

11 And then you need partners who are really
12 attached to the trades and the labor markets so they know
13 how to place folks into jobs. So those partnerships do all
14 of that together. And no one partner can do any of that.
15 So it's a pretty big undertaking solving any number of
16 social as well as economic and labor market challenges.

17 You want to go to the next slide. The
18 performance goals that we measure on this are pretty
19 standard for workforce development. We want to look at the
20 attainment of an industry valued credentials. So somebody
21 completing this program, one of our Prop 39 programs, comes
22 out with this certificate of the multicraft core
23 curriculum. That means they can go to any building trade

1 in the state and say I took this, you know what it means.
2 You know what it's worth. And there's still work right now
3 to negotiate what the entrance value of that certificate
4 is, but it is a credential that is known around the state.
5 And around the country, in fact. So we've gotten that.

6 Several kinds of outcomes we thought were
7 valuable. Obviously we're trying primarily to get folks
8 into building trades apprenticeships and that's certified
9 or registered apprenticeships not just programs that are
10 called apprenticeships. There's a lot of sort of low --
11 low road actors out there who call it apprenticeship so you
12 can just pay people a lower wage scale. But real state
13 certified apprenticeships are based on agreement between
14 the trades and employers and the apprentice and there are
15 standard benchmarks for skill acquisition, and then
16 increased pay until you get your journey card at the end of
17 anywhere from four to six years.

18 So getting into a state certified apprenticeship
19 is really the gold standard. But we also think that if
20 somebody wanted to continue at a community college and get
21 a degree, that's a great outcome. We're not going to say
22 no, that's not a good outcome, you didn't go into an
23 apprenticeship. We think that's pretty good. We also

1 think that getting a job related to energy efficiency even
2 if it's not in an existing apprenticeship right now, that's
3 a good outcome too. So employments of all sorts is a good
4 outcome.

5 So those are the things we track. And as I said,
6 we have close to 1400 individuals placed through the end of
7 2018.

8 If you want to go to the next slide. These are
9 performance snapshots. I don't want to spend a lot of time
10 on these. We do have more details on these for those who
11 are curious. I think what this shows is that if you go
12 this and then the next one, these are for our two cohorts.
13 That is hard to read on the orange. I'll talk to our
14 design folks about that. But, you know, looking at these,
15 overall we have 80 percent -- let me see. Sorry. 81
16 percent and 64 percent placement rates.

17 These are tremendously high in workforce
18 development. Because if you think of the kinds of issues
19 that folks are managing as they go through this to get
20 folks through a training program successfully and into a
21 job, it's a big lift. It costs a lot of money and these
22 numbers are we think pretty dang good.

23 The ones -- they also because these are pilots,

1 we use these numbers for continuous improvement. And for
2 some of the folks that have low placement numbers, that was
3 an opportunity for us to go back and say, you know, why the
4 low placement numbers? And we found in a number of cases,
5 thinking in this case some of our technical college
6 partners and some of our Conservation Corps partners who do
7 fabulous work but they're having really low placement
8 numbers or low compared to others.

9 And one of the challenges here is that these are
10 incredibly popular programs that have been very successful.
11 And if you're running a cohort of folks, if you get out in
12 front of the demand, you're not going to be able to place
13 people. So if there's not enough jobs, you don't get to be
14 an apprentice unless there's a job, that's the beauty of
15 apprenticeship. It's not just a program, it's a job.

16 So you can train all the preapprentices you want
17 but if there aren't actual jobs for them to go into, they
18 will not make it into apprenticeship. So one of the things
19 that we've really been working with our partners and are
20 trying to build into our future partnerships is this idea
21 that you can't get in front of the demand. Even though you
22 may have the capacity, you may have the space, and you may
23 have the faculty, and you may have the services lined up,

1 you can't keep running people through your training program
2 because you want to run a training program every quarter.
3 If you don't have the jobs, this is what happens. You run
4 through and then there's no job at the end so you get bad
5 placement numbers. That's what that looks like.

6 We're just trying to encourage people to and it's
7 very hard because you have to read your labor market and
8 it's challenging to know when the placements are going to
9 be available. So. So there's a lot of work that goes into
10 this and happy to talk more about that at any given time.

11 Let's jump ahead one more to the lessons. And
12 these lessons that we use to build our guidelines for pre-
13 apprenticeship to every climate and energy agency in the
14 state who wants to build jobs and training programs and use
15 pre-apprenticeships. We now have released a set of
16 guidelines on what you need to do to do that successfully.
17 And three of the lessons that that's based on are an active
18 involvement with the local building trades because that's
19 how you find out where the jobs are, where the
20 apprenticeships are, and how you get into them.

21 So. It also means that at each partnership, for
22 example, if you have a cohort of let's say 20 individuals,
23 they get to go visit each of the trades, they get to learn

1 is this a job that I want to do for the rest of my life?
2 Would I be good at it? Am I interested in it? It's really
3 opening a gateway to apprenticeship which might not be
4 successful if you haven't had a chance to suss that all out
5 ahead of time.

6 So we think it's tremendously important to be
7 connected to the trade so that folks have a chance ahead of
8 time to learn about the careers. And also so that they
9 know when -- I mean, every trade has a different schedule
10 for entrance exams so you could come out of a program and
11 you wanted to be an electrician but their intake exam isn't
12 for another six months. So what do you do in the meantime?
13 So there's having a tight connection to the trade so might
14 be able to place you in a helper occupation until the exam
15 opens up. Super important.

16 And this is related to the second lesson where
17 it's just describing it. Placement is not guaranteed and
18 it's not instantaneous. So these partnerships have to do a
19 lot of work to figure out how they're going to keep people
20 engaged and involved until an apprenticeship does open up.
21 And I think this is a lesson for all of us and for the
22 state certainly who keeps thinking like let's just throw
23 money into pre-apprenticeship, right, because it's great.

1 Well, all we're going to get is a lot, a lot, a lot of
2 successful pre-apprentices. If we don't tie it to the
3 labor market, we're not going to get successful
4 apprenticeship outcome. So.

5 And I think that the last lesson and perhaps the
6 most important one is that this is not just a curriculum.
7 We talk a lot about our multicraft curriculum. But it's
8 really much more than a curriculum, it's not just a
9 classroom where people learn things. It is a whole suite
10 of supportive services which are key for everything from
11 recruitment to success to completion. And, you know,
12 whether it's not enough to get remedial algebra, right, you
13 also need help with, as I said housing or ticket amnesty,
14 or any of the other things that you might need to get into
15 a career in the trades.

16 So I'll leave it at that. I think that's my last
17 slide on the -- yeah -- on the -- on the Prop 39 pre-
18 apprenticeship training programs which we are now morphing
19 into a larger program at the state called High Road
20 Construction Careers.

21 So happy to take questions on that if there are
22 any.

23 BOARD MEMBER GOLD: All right. Well thank you

1 for your enthusiastic overview and how the program's going.
2 It's good to see that you're -- all this great work that
3 you guys have done.

4 Did anyone want to make any? Yes.

5 BOARD MEMBER LLOYD: Yeah. So one of the things
6 that I didn't see is a little bit more information about
7 the populations served and, you know, particularly, say,
8 women who are --

9 MS. WHITE: Uh-huh.

10 BOARD MEMBER LLOYD: -- more underrepresented --

11 MS. WHITE: Right.

12 BOARD MEMBER LLOYD: -- in these kinds of
13 industries and, you know, and possibly other --

14 MS. WHITE: Right.

15 BOARD MEMBER LLOYD: -- you know, sort of
16 demographic groupings. Does that information exist
17 somewhere else in your bigger program report?

18 MS. WHITE: Yeah, we do -- we have imperfect
19 demographic information. We've gone between -- we are in
20 between data systems which connect that, so we have some.
21 What we were primarily looking at when the program was
22 first launched there were three target populations. It was
23 -- now let's see if I can do this. It was veterans, women,

1 and low-income, I believe. Just see if I have this here
2 still.

3 We have throughout our programs broaden that to -
4 - we found that, for example, even in the first year that
5 Helmets to Hardhats did a great job. Our programs weren't
6 really serving veterans and didn't need to serve veterans,
7 veterans weren't that interested and they had their own
8 program and that worked great. So it was sort of like
9 okay, we don't need to. But we have focused where -- I
10 mean, women in apprenticeship, incredibly huge issue. The
11 gender questions are enormous and we are looking at
12 investing other monies into solving exactly that problem.

13 One of the challenges is is that pre-
14 apprenticeship is a great way to expand and diversify the
15 trades. One of the challenges is that you can prepare as
16 many women as you want but if the actual culture on the
17 jobsite doesn't change, then you're not going to have
18 persistence in the job. So one thing that we're looking in
19 is how do you actually change what an apprenticeship looks
20 like? Because if there's not good mentorship there, you
21 could have -- we run -- our partners have run a number of
22 all women cohorts which have been tremendously success and
23 they have their own sort of internal TA and support and

1 that's been amazing, we've learned a lot of lessons.

2 A lot of our partners work with Trades Women,
3 Inc., or other folks who are working with this population
4 specifically. The question is how can we get that kind of
5 mentorship and value carried into the apprenticeship
6 program so that when they come out -- so we've been very
7 successful in getting these folks through pre-
8 apprenticeship, but then what happens when they get into
9 apprenticeship.

10 We've also had a large focus on ex-offenders.
11 And a lot of work being done with this. In fact, one of
12 our grantees Flintridge works almost exclusively with ex-
13 offenders, they're all themselves ex-offenders. They're
14 just as involved. And so there's a very -- we ran a
15 separate community impact just for that.

16 And so -- and the programs are designed overall
17 to look at -- define disadvantaged very broadly. Right?
18 So we have low income, we have a variety of minority
19 populations, women, ex-offenders, and there are a few --
20 there's homeless. So we have a number of people working
21 with homeless populations which is really astonishing and
22 exciting.

23 So we can poll that information. I have some

1 general demographic data I can get you but we also have
2 stories from each of our partnerships themselves about what
3 their -- their lessons have been there. So we feel great
4 about that.

5 BOARD MEMBER LLOYD: Thank you.

6 MS. WHITE: Yeah.

7 MR. BARTRIDGE: All right.

8 CHAIR ALVORD: Quickly. I just wanted a little
9 clarification, I really appreciated your --

10 MS. WHITE: Sure.

11 CHAIR ALVORD: -- the richness of your commentary
12 which answered a lot of questions.

13 I think -- when you were talking about the
14 performance snapshots and you were talking about placement
15 --

16 MS. WHITE: Uh-huh.

17 CHAIR ALVORD: -- you were talking, I assume
18 about state certified apprenticeship --

19 MS. WHITE: Uh-huh.

20 CHAIR ALVORD: -- and not the other two types of
21 placement that were in your performance goals; is that
22 correct?

23 MS. WHITE: No, the -- the data that we have is

1 for all of those outcomes.

2 CHAIR ALVORD: Okay.

3 MS. WHITE: Right?

4 CHAIR ALVORD: Okay.

5 MS. WHITE: It includes -- and we have that
6 broken down elsewhere in detailed spreadsheets that I can
7 get to, but yeah, the performance snapshots are about
8 enrolled is how many folks, obviously, we got in the door,
9 how many you recruited. Trained is the percentage of those
10 that actually made it through the training.

11 CHAIR ALVORD: Uh-huh.

12 MS. WHITE: And it's -- it's an interesting
13 process because in some ways, we don't expect to see 100
14 percent because some people are going to find out it's not
15 for them. Right? And then the placement is the percentage
16 of those who were placed. And they could be placed in
17 continuing education, in apprenticeship, or in a related
18 job.

19 CHAIR ALVORD: Okay. And so you said that
20 there's some data about which or how many in each of these
21 categories. Is this in the reports that we just got?

22 MS. WHITE: Yes.

23 CHAIR ALVORD: Okay.

1 MS. WHITE: And there's about -- of those right
2 now, I think we're looking -- I think it's 637 of those are
3 actual apprentices.

4 CHAIR ALVORD: All right.

5 MS. WHITE: So.

6 CHAIR ALVORD: Great. Thank you.

7 MS. WHITE: So a tremendous number of apprentices
8 but not, you know, not nudging above 60 percent, I would
9 say.

10 CHAIR ALVORD: Okay. It's helpful. Thank you.

11 MS. WHITE: Sure.

12 MR. BARTRIDGE: Ran --

13 VICE CHAIR MARTINEZ: Thank you for the report.
14 It was nice to see you again.

15 MS. WHITE: Yeah, hi. I know you hear this every
16 year. I'm sorry.

17 VICE CHAIR MARTINEZ: A line of questions,
18 similar line here. So the program costs are about \$13
19 million?

20 MS. WHITE: Yes.

21 VICE CHAIR MARTINEZ: Okay. And we successfully
22 graduated 1300 folks ready for some type of continued
23 training?

1 MS. WHITE: Yes.

2 VICE CHAIR MARTINEZ: So quick math is roughly
3 about \$10,000 --

4 MS. WHITE: Yep.

5 VICE CHAIR MARTINEZ: -- for a success?

6 MS. WHITE: Yep.

7 VICE CHAIR MARTINEZ: I'm just curious if there's
8 some way to get an economic benefit multiplier on those
9 successful folks that are ready for placement so that we
10 could say \$10,000 and cost results in an economic benefit
11 for the state of "X" because these are folks that are
12 otherwise unemployed or underemployed --

13 MS. WHITE: Yeah.

14 VICE CHAIR MARTINEZ: -- that are now gainfully
15 employed.

16 MS. WHITE: That's an interesting question. We
17 don't -- I don't have access to that. I haven't done -- we
18 haven't done those kinds of calculations, I don't know that
19 they're usually done that way. We know that a job is like
20 the best service you can provide. And we knew -- there is
21 a -- there is a number of academic studies that show, for
22 example, there's a number of different ways to do it,
23 right, but if you look at like the path that you're

1 describing which is really the -- it's usually looked at
2 the hidden costs of unemployment. Right? Where you look
3 at what are the -- or actually I should say the hidden
4 costs of low-wage employment which is if you add up all of
5 the state social services that are invested to keep people
6 afloat, that -- that the money saved by getting them into
7 these jobs.

8 So you can do some of that backwards math. We
9 don't have that but there is -- there have been a number of
10 studies that show what -- the reverse. Putting someone in
11 a low-wage job costs in terms of state benefits and you
12 could just flip those numbers.

13 VICE CHAIR MARTINEZ: As we think about our
14 report to the legislature and recommendations, having
15 information like that would be very helpful to support any
16 type of future recommendations for this program.

17 BOARD MEMBER GOLD: Okay. Is that -- is that --
18 yeah, is that sort of analysis something that you can add
19 to or just sustain?

20 MS. WHITE: No, I don't think we'll be doing it.
21 We don't have the capacity to do that kind of thing.

22 BOARD MEMBER GOLD: Okay.

23 MS. WHITE: You would want to hire sort of UCLA

1 or Berkeley Labor Centers to run those kinds of numbers.

2 BOARD MEMBER GOLD: Okay.

3 BOARD MEMBER LLOYD: I have a related question.

4 BOARD MEMBER GOLD: Yeah.

5 BOARD MEMBER LLOYD: Maybe this is for Jim. We
6 have something that was added to our packet --

7 BOARD MEMBER GOLD: Yeah. Right.

8 BOARD MEMBER LLOYD: -- about economic impact.

9 But that was the program overall?

10 MS. WHITE: No, I'm going to do that next.
11 That's about the job impacts, it's not about the training
12 impacts. I'll explain the difference.

13 BOARD MEMBER LLOYD: Okay.

14 MS. WHITE: It's confusing. I think that for
15 this, I mean, generally what we're looking at here at
16 outcome numbers are not the economic value of a fully
17 employed Californian. What we're looking at is how many
18 folks do we train and get into these great jobs. Right?

19 BOARD MEMBER GOLD: Uh-huh.

20 MS. WHITE: And that's where it goes -- that the
21 additional -- I mean, I think -- so and that's
22 traditionally what workforce looks at. Right? Like how
23 many people are employed and the numbers employed and the

1 quality of jobs. But the actual material value of
2 employment, I just don't know -- I don't know anyone who
3 does that.

4 BOARD MEMBER GOLD: Okay. So one thing that, you
5 know, you probably mentioned in previous presentations, but
6 I'm just wondering, obviously you're amazingly enthusiastic
7 about the outcome. And I'm just wondering when you first
8 started out working on this, did you -- did you have any
9 metrics that you were hoping to achieve within this time
10 period and how did they sort of compare when you start to
11 look at -- obviously you tried a whole bunch of different
12 things --

13 MS. WHITE: Uh-huh.

14 BOARD MEMBER GOLD: -- and, you know, had pretty
15 good success in a lot of them. And I know a lot of
16 colleges that, you know, really have a lot of challenging -
17 -

18 MS. WHITE: Absolutely.

19 BOARD MEMBER GOLD: -- I mean, I know Trade Tech
20 pretty well.

21 MS. WHITE: Yeah.

22 BOARD MEMBER GOLD: And so I'm just wondering
23 from your perspective, obviously this has been something

1 that's a labor of love for you, how do you -- how do you
2 think it's sort of come out versus where --

3 MS. WHITE: Right.

4 BOARD MEMBER GOLD: -- you thought it would be
5 when you started?

6 MS. WHITE: You know, I don't know, that's a good
7 question. I -- I always -- I -- well, let me say, I think
8 it's come out well. One of the ways we look at this is
9 comparing to other workforce numbers that aren't doing this
10 and these placement and graduation rates are
11 extraordinarily high for that. I mean, usually if you're
12 looking anything about 60 percent, it's considered a home
13 run.

14 I know that it is -- we're doing two incredibly
15 hard things. We are serving populations with multiple
16 barriers to employment. Really hard to do and really
17 expensive. Our numbers on serving ex-offenders, usually
18 you're looking at about 17,000 per. Right? Also, you
19 know, so that's one thing, serving target populations,
20 difficult to do. Getting people into apprenticeships also
21 very hard to do. Very high bar, a very closely -- closely
22 held system of quality jobs, right, which maintains their
23 quality by maintaining the skill standards of who gets in.

1 So they're trying to do two very hard things. And that's
2 why we say to people this is not for the faint of heart.
3 Right? It's one thing to serve target populations, it's
4 another thing to get them into apprenticeships. Doing that
5 together, super hard. So I think the numbers are terrific.

6 There have been -- traditionally -- I'm trying to
7 think of some studies that in the 2010s to 2012s before
8 this program started, there were -- there's really abysmal
9 numbers on preapprenticeship. Because preapprenticeship
10 was basically anything that sort of threw people towards
11 the construction career. And the -- we don't have much
12 data on the wage outcomes but the actual completion
13 outcomes of those were pretty -- pretty miserable. So
14 these are actually I think are tremendous outcomes. But I
15 didn't -- when I started this -- or I didn't start this, I
16 joined this three years ago so I wasn't there when this was
17 designed. But compared to other programs around the
18 country, I think it's a national model. And people are
19 looking at these numbers and call us every day to say like,
20 how are you doing that? So.

21 BOARD MEMBER GOLD: That's good to hear. Thank
22 you.

23 MS. WHITE: Sorry, it's sort of a roundabout.

1 BOARD MEMBER GOLD: Any other questions? I've
2 got a question for -- I guess you have another part to your
3 presentation, right?

4 MS. WHITE: Yeah.

5 BOARD MEMBER GOLD: Okay.

6 MS. WHITE: A mini part, very fast.

7 BOARD MEMBER GOLD: All right. Why don't we do
8 that first?

9 MS. WHITE: Should we do that? Then this might
10 answer -- this is the data question, hopefully. So.

11 BOARD MEMBER GOLD: All right.

12 MS. WHITE: And this is often confusing for
13 people because one thing we can do and what you're asking
14 about is we train people, right, and we get them jobs, and
15 then you track people into the labor market. And we're
16 hoping that we have enough from our -- our last three
17 years, not our first two years, to do some longitudinal
18 data studies. So we should know in a year if people are
19 actually increasing their income from when they went out.
20 That's great but we need some time to pull that together
21 and match the base wage files. And we also have some
22 complex data that when this program was started, not all
23 partners were using that data system so we have to start

1 fresh maybe three years ago. So we'll have that data in a
2 year which should be good.

3 But tracking someone into the labor market is a
4 slightly different question than tracking what kind of jobs
5 are created and who gets those jobs. Right? So one is
6 sort of following people through and the other is following
7 jobs and who comes into them. And those data sets almost
8 never line up, they line up with some very expensive
9 private software but almost nowhere else.

10 But so we were charged with -- the question was
11 with Prop 39 because as you know it was closing a loophole.
12 So unlike other kinds of investments that we might make
13 where we might take, you know, "X" number of dollars and
14 invest them in this, this will create jobs but it might not
15 create net jobs because they took the money from some other
16 investment they were going to make in California. But the
17 Prop 39 dollars were brand new. We closed a tax loophole.
18 So it was money that California had never seen before. So
19 every job created is literally a brand new job for
20 California. And that means a lot to economists and it
21 should mean a little bit to us.

22 So what we were asked is, the program was sold
23 early on to the legislature, I think, as a job creation

1 program. Right? Not only is it going to be great because
2 we should retrofit all these schools but we're going to
3 create all these great jobs in the meantime. Right? So
4 they came to us and said all right, now you need to track.
5 We don't really have any money for you but you need to
6 track how many jobs have been created in addition to
7 launching this crazy training program that nobody's ever
8 been successful at before. So we said okay, we can do
9 that. And I've been here talking over the years about the
10 ups and downs of trying to get that data together.

11 But so what I'm reporting on now is the final
12 jobs data information that we have. We procured this data
13 from -- it started out as a partnership between CEC and the
14 LEAs and Department of Industrial Relations and the
15 Workforce Board and you see Berkeley and others. And then
16 eventually it moved into largely a conversation between the
17 board and UC Berkeley with the data to just get the numbers
18 out.

19 So what I'm happy to report today is this is what
20 people want to know, like did it create jobs or not? And
21 the fact is it did create a lot of jobs and it create at
22 least as many if not more than jobs that were done on the
23 back of the envelope with the legislation was young.

1 So we've seen -- the answer is yes, lots of jobs,
2 close to 20,000 jobs. Yeah, thanks. We -- I will come
3 back to that. But, okay, so close to 27 jobs -- sorry,
4 could you go back a slide? I'm getting ahead of myself.

5 So close to 20,000 jobs have been created from
6 the Clean Energy Jobs Act. This is an update -- what we've
7 handed out is an update to last year's report, estimating
8 job creation based on K-12 clean energy projects that have
9 been approved. These are the approved energy expenditure
10 plans for K-12 sites, so be clear what we're talking about
11 here. These were -- so -- and the data now goes through
12 the end of those plans which is through June 30 of last
13 summer. Right?

14 So we were doing it on a calendar year up until then but
15 now when the original (indiscernible) Prop 39 completed so
16 our data only goes through that completion. So the end of
17 last June, the end of the fiscal year.

18 That was projects at over 2,000 LEAs and again we
19 track the numbers based on -- this is all in detail in the
20 report. We tracked the number based on the disbursement of
21 funds not the completion of projects because that's an
22 entirely different data set.

23 So we can go to the employment impact. This is

1 the big overall, if you go to the next slide. This is the
2 19,812 jobs created. I have to say that in the first year
3 when we rolled out these numbers there were great sighs of
4 relief because everybody -- because I spent the first two
5 years up here saying like you can't say how jobs are
6 created and then we actually got some numbers. So this is
7 good.

8 We know that we created 8,700 direct jobs, that
9 means direct jobs on the retrofits. This is about 5.9 jobs
10 per million dollars of investment which is a reasonable
11 ratio. The spending on Prop 39 also has a multiplier in
12 effect which is what you'll see up here. So this results
13 an additional 3,800 indirect jobs in California industries.
14 These are industries that provide supplies and materials,
15 fuels, and other inputs into these projects. So we're
16 driving that economic activity in there. So there's
17 another 3,000 indirect jobs.

18 And then induced jobs. This is a bigger number,
19 this is the 7,200 induced jobs. Induced jobs are generated
20 by the spending of wages in a community. Right? So when
21 you create these jobs, people have more money in their
22 pocket and they go out and spend them. And the business
23 income from those investments is a job driver. So you get

1 the total of 20,000

2 jobs created. Seeing over 8,000 direct jobs is a -- is a
3 good number and seeing them all together with the induced
4 jobs is a great number.

5 So and again to say that this is a critical and
6 authentic contribution of Prop 39 rather than just money
7 that would have created these jobs elsewhere. So this is
8 20,000 new jobs for California. If you go to the economic
9 impact, another way of saying this, this shows the jobs
10 also but we know that when you do the economic math on
11 this, it's for the direct investment of close to 1.5
12 billion, you get about 700 million indirect economic
13 activity. You get about 1.1 billion induced economic
14 activity for a total of over 3 billion economic activity in
15 California. So you're getting a -- it's about a 2.3
16 multiplier. And that's -- those again are great numbers.

17 If you want to go to the last slide. So what we
18 know is that we invested Prop -- so you invested a million,
19 I mean, a billion and a half of Prop 39 dollars that
20 created a whole bunch of jobs, that's super important and
21 it did what the legislation said it was going to do, so
22 that's great.

23 The thing that we are most concerned about,

1 though, is not the number of jobs but really the quality of
2 jobs. Because if we're creating a bunch of dead-end, low-
3 wage jobs, that's not really an outcome. If we're creating
4 the kinds of jobs where the state has to pay, you know,
5 benefits and services, then that's not a good outcome. So
6 one thing we looked at in the beginning and one thing we
7 would like to do going forward was to really try and match
8 the actual jobs created rather than doing economic model.
9 So looking -- we know that early on we were able to match,
10 we saw the prevalence of construction and skilled trades in
11 all of this work pushes you towards the quality jobs.

12 Those are genuinely high-quality jobs. They're pay a
13 prevailed wage, they have health and retirement benefits.

14 The apprenticeship utilization rate was about
15 18 percent on the early jobs that we measured and that's
16 good, that's about four apprentices to journey worker, four
17 or five per journey worker, which is great. An
18 apprenticeship again is a proxy for job quality because it
19 means that you're going to have more learning and more
20 access to higher wages.

21 We don't have any reason to believe that these
22 job quality indicators have fallen off but we have not been
23 able to measure them in the past two years. For this we

1 needed -- we need what we might have done at the start and
2 what we hope to do at the start of any future investments
3 which would be really looking at certified payroll records
4 through there's a variety, again as I mentioned, private
5 software companies that measure exactly this kind of stuff.
6 And you find out exactly how many folks were employed at
7 what rates and what their benefits were.

8 We do not have the capacity in California to do
9 that outside of we did high -- we spent a lot of money on
10 trying to do this in the first two years and we got some
11 data which we were able to clean up to get the basic job
12 quality indicators, but going forward we don't have access
13 to that money. So we need a lot more staff, we need a lot
14 more technology, and a lot more money to really get this
15 set. So I would say in the future the really lesson
16 learned is like don't put a dollar out the door until you
17 have a job's tracker on it. Right? Like, that's how it
18 needs to be done, you can't do it afterwards.

19 So that's -- that's my little bit of a downer
20 lesson afterwards. But the 20,000 jobs is a good number
21 and you can sell that. So I think the legislature is going
22 to be very, very happy with that. And I am too. So.

23 BOARD MEMBER GOLD: All right. Well, thank you.

1 MS. WHITE: Any questions on that?

2 BOARD MEMBER GOLD: Are there any questions.

3 BOARD MEMBER LLOYD: I guess I have one and I
4 want to make sure --

5 MS. WHITE: Sure.

6 BOARD MEMBER LLOYD: -- that I'm looking at this
7 correctly.

8 So in the K-12 program, we spent 1.7 some-odd
9 billion dollars on -- on this program and we got that
10 19,000 jobs.

11 MS. WHITE: Uh-huh.

12 BOARD MEMBER LLOYD: And I think that -- let me
13 just double check this again.

14 MS. WHITE: I should say that 1.5 billion, that's
15 because we had to deflate it to 2016 dollars so that we're
16 doing the same numbers every year.

17 BOARD MEMBER LLOYD: Oh, yeah. Okay.

18 MS. WHITE: That's why I said 1.5 billion. We
19 had to take this year's numbers and deflate them so that
20 every year we're not counting inflation in there, we're
21 actually looking at the same measures.

22 BOARD MEMBER LLOYD: Okay. So that's -- that's
23 like --

1 MS. WHITE: So sorry. That's -- yeah.

2 BOARD MEMBER LLOYD: No, no, no, it's okay. So
3 that'll have some marginal -- well, I'm just trying to
4 think, is -- is that equivalent to saying that we're
5 spending on average about \$88,000 per job that we've been
6 able to generate direct, indirect, induced? Something
7 along those lines?

8 MS. WHITE: You could say that. We don't usually
9 like to say it that way, I don't think economists think
10 about it that way, that's like buying jobs.

11 BOARD MEMBER LLOYD: Because it's not really
12 expense --

13 MS. WHITE: Yeah. It's not --

14 BOARD MEMBER LLOYD: -- on the job.

15 MS. WHITE: -- it's a different thing. You look
16 that on the training side because you say this much in
17 training dollars turned out somebody, you know.

18 BOARD MEMBER LLOYD: Yeah.

19 MS. WHITE: That's a -- but sort of looking at --
20 I mean, because what you're getting for that investment is
21 a retrofitted school. Right?

22 BOARD MEMBER LLOYD: Right.

23 MS. WHITE: Earmarked money.

1 BOARD MEMBER LLOYD: Okay.

2 MS. WHITE: And the jobs are the gravy --

3 BOARD MEMBER LLOYD: Yeah, it's the gravy --

4 MS. WHITE: -- on the side.

5 BOARD MEMBER LLOYD: -- it's not the --

6 MS. WHITE: Yeah.

7 BOARD MEMBER LLOYD: -- primary (indiscernible).

8

9 MS. WHITE: So some people it's the temptation to do the
10 math like that but it's -- it'll -- it --

11 BOARD MEMBER LLOYD: It blurs the purpose.

12 MS. WHITE: -- it doesn't really reflect the
13 economy and it's also not a great number, obviously.

14 BOARD MEMBER GOLD: Okay.

15 BOARD MEMBER LLOYD: All right. Thank you.

16 BOARD MEMBER GOLD: All right. So I had a
17 question for you, Jim, which is since some of this
18 information's sort of new to us, you know, as we walked in,
19 does it make sense to defer approving the report? Or
20 should we do it in light of the thorough presentation? I'm
21 seeing mixed head nod.

22 Okay. I could -- I mean, I think --

23 MR. BARTRIDGE: I think that --

1 BOARD MEMBER GOLD: -- I can ask the committee
2 members.

3 Does anyone want to move approval of the report?

4 BOARD MEMBER WHITE: Can I just say a comment
5 before you go move to do that?

6 It's just that in past years I know that there
7 have been discussion of this and because we spent the first
8 two years going in great detail and the methodology and all
9 of that that the -- the members of the board had been
10 willing to sort of look at the numbers and say like that's
11 okay because we have all the methodology, the same
12 methodology in the report that we've done each year. So I
13 don't know if you feel comfortable doing that but that was
14 a decision that was made last year.

15 BOARD MEMBER GOLD: Okay. Is there any -- when's
16 our next meeting?

17 MR. BARTRIDGE: March 21. So we're going to take
18 the information that we receive today and start building
19 the COB report --

20 BOARD MEMBER GOLD: Right.

21 MS. WHITE: Right.

22 MR. BARTRIDGE: -- over the next two -- two
23 weeks. And we'll be then posting that and going over that

1 report for the March 21 meeting.

2 BOARD MEMBER GOLD: Okay.

3 MR. BARTRIDGE: So I mean, you could certainly --
4 you could accept the information today, I think you've seen
5 all the information ahead of time, I've tried to get it out
6 to you although this, you know --

7 MS. WHITE: Apologies for this.

8 MR. BARTRIDGE: If you wanted to take more time
9 to review it, we could also adopt it at the next meeting or
10 approve it at the next meeting and, you know, make some
11 note with the report that the report is based on this
12 information as well.

13 BOARD MEMBER GOLD: Yeah. I mean, I think the
14 only reason I'm bringing it up is just obviously, you know,
15 some of the information we -- we received today.

16 MR. BARTRIDGE: Right.

17 BOARD MEMBER GOLD: And so I generally try not to
18 get in the habit of approving stuff that I get today.

19 MR. BARTRIDGE: Right.

20 BOARD MEMBER GOLD: But that being said, I'd love
21 to hear from my fellow committee members, do you have any
22 thought? I mean, we could vote to accept the report so at
23 least it shows we've done something. Does that make sense

1 to you?

2 All right. Does anybody want to move that we
3 accept the report?

4 VICE CHAIR MARTINEZ: So moved.

5 BOARD MEMBER GOLD: All right. Is there a
6 second?

7 BOARD MEMBER LLOYD: Second.

8 BOARD MEMBER GOLD: All right. All in favor.

9 (All board members said aye)

10 BOARD MEMBER GOLD: All right. It passes
11 unanimously. Thank you so much for really a great
12 tutorial.

13 MS. WHITE: Oh, great.

14 BOARD MEMBER GOLD: I'm really glad to see such
15 great progress on this.

16 MS. WHITE: Great. Thank you. And sorry about
17 the numbers, not having them to you till today, those are
18 the wrong slide set so.

19 BOARD MEMBER GOLD: Okay. Understand. Thanks.

20 All right. I believe that brings us to public
21 comment. Do we have any members of the public who want to
22 comment?

23 MR. BARTRIDGE: Any members on the phone?

1 / / /

2 / / /

3 / / /

4 BOARD MEMBER GOLD: Anybody on the phone? Okay.

5

6 All right. Hearing none, we are adjourned. Thank you
7 everybody for coming.

8 (Adjourned at 2:30 p.m.)

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